



Langley Special School

Geography Policy



Introduction

Geography explores the relationship between the Earth and its peoples through the study of place, space and environment. Learning about this encourages an awareness of the environment and helps pupils make sense of the world in which they live. Some aspects of Geography are an integral, vital part of our children's general curriculum. Other areas, because of our children's general delay, will be broken down into manageable units and one or two appropriate aspects selected and taught.

Aims for Geography

- To give children the opportunity to develop skills of communication.
- To give children the opportunity to participate in geographical investigation into different places.
- To teach and encourage the acquisition of geographical skills which the students will be able to transfer to other life situations.
- To promote knowledge and understanding of geographical topics.
- To ensure appropriately differentiated materials are available to make geography accessible to all students.

Organisation

Since the introduction of the thematic curriculum Geography has provided a focus for some of the cross curricular work. As the emphasis is on developing and generalising skills across subjects, it may not always be delivered or identified within delivery as a discrete subject.

In the Foundation Stage Geography is taught through development matters in EYFS in the Understanding the World strand (People and Communities and The world). Through this children are given opportunities to:

- Develop positive relationships with community members.
- Experience cultures and beliefs.
- Interact with the world by touching and experiencing activities.
- Investigate sensory aspects of the environment, including the outdoors.
- Encourage children to tell stories about places and journeys, visiting the local area, noting change over time.
- Pupils are encouraged with the use of appropriate vocabulary.

At Langley during KS1, through language and written work the children further develop geographical terms. Certain key words, e.g. hill, wood, road are focused upon and returned to as part of a theme or topic. Children are encouraged to follow directions and to independently take messages around school. Children explore and study their immediate environment, local area and the City of Birmingham. They may begin to make and use simple maps and plans and to look at globes. 2 In KS2 children further develop geographical skills already experienced and broaden their knowledge. Places and themes are studied in more detail and the children encouraged to compare and contrast different environments. Study units form part of the curriculum and may inform the choice of a topic theme and the children exposed to



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a small number of appropriate meaningful experiences. The focus is a practice investigative task that directly involves the children in observing, questioning and recording experiences.

Rights, Respecting Schools

All the schemes of work at Langley are underpinned by the human rights of everyone under eighteen years of age as outlines in the United Nations Convention on the Rights of the Child. The relevant articles from the Convention will be referred to as appropriate within specific planning.

Entitlement

All children have access to the study of Geography and their individual needs are met by differentiation within tasks. The children are exposed to and involved in a variety of appropriate sensory experiences that encourage them to make sense of the world in which they live.

Assessment

Class teachers will make an annual assessment of progress for each child, as part of the child's annual report to parents. In deciding on a pupil's level of attainment, teachers should judge which level description best fits the pupil's performance.

Summary

A successful Geography curriculum should contribute towards the development of broadly educated children who are effective in their various roles.

Stephen Bradbury - Revised June 2017

Val Bull and Marina Ryley – Revised October 2012